



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Monticello High School

**Target Group:** All MHS students

**Target Group selection is based upon:** Membership at MHS

**Key Word:** Incentive Trip

### **ABSTRACT-**

Monticello High Schools offers an incentive trip to Lagoon at the end of the year to those students demonstrate good attendance, behavior, and grades. Data was collected from attendance records, grades, and documented office referrals. All students were eligible for the trip if they were able to meet the set criteria. The criteria was set by the administration. The goal of the project was to offer something that would motivate students to improve the above areas of discipline. The program was considered a success, but not to the extent we had hoped.

### **PROJECT DESCRIPTION**

#### **Introduction**

- This project was directly related to our Employability DRSL which is that students will demonstrate professionalism by exhibiting responsibility: attendance, deadlines, prepared, dress and by acting ethically: honesty, personal actions, respect and cooperation.

#### **Participants**

- All students were eligible to participate. Of a student membership of 290 students 66 qualified for the second semester incentive trip-23% of the student body

•

#### **Method**

- The criteria for qualification included:
- No unexcused absences
- No more than 5 tardies during second semester
- No dress code violations
- No office referrals for behavior
- No detention (either in school or out of school)
- No F's
- 2.0 GPA or higher
- The program was under the direction of the assistant principal, who received data from the secretary, and the counselor.
- All students started the semester with a clean slate (other than GPA), so everyone had an opportunity to participate.
- 23% of our student body qualified for the incentive trip.

•

•

- 
- 
- 

## RESULTS

Out of a student body of 290 students 66 qualified for the trip. (23%)

Of the 66 who qualified 33 were junior high students (7-8 grade) and 33 were senior high (9-12)

Of the qualifying students the breakdown by grades is:

12<sup>th</sup>-4 students

11<sup>th</sup>-6 students

10<sup>th</sup>-12 students

9<sup>th</sup>- 11 students

8<sup>th</sup>-15 students

7<sup>th</sup>- 18 students

The breakdown by gender is 36 girls qualified and 30 boys. This was consistent in both JH and high school-both groups had 18 girls and 15 boys qualify.

## DISCUSSION

We have done similar programs in prior years, but we did it by class instead of individually. We found that a couple of students could undermine their whole class. We thought that on an individual basis each student would have more responsibility.

Our results showed that the younger students were more motivated by this than the older students. It appears to be equally motivational to both males and females. We feel that the older students have more opportunities for similar or even bigger activities so the motivation to go to Lagoon on a school bus wasn't that strong.

We feel the program was and is successful. What the data does not show is the reaction of students who did not qualify because of an office referral or some other problem that the student did not think had any consequences. Since this was the first year for the individual incentive we think our results will improve as we continue to improve the program and find desirable incentives for the students.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: Monticello High School**

**Target Group: Academically At-Risk Students**

**Target Group selection is based upon: Credits earned/not earned**

**Key Word: Credit Recovery**

### **ABSTRACT**

Monticello High Schools uses the A+ Learning System as a tool for credit recovery. There are 5 class periods designated as Independent Study that at-risk students may enroll in and work to make-up missing credits through the A+ computer program.

### **PROJECT DESCRIPTION**

#### **Introduction**

- The ultimate objective of High School is to graduate and receive a diploma
- This project addresses Competencies A1 and A3 in the CCGP student outcomes-these competencies are to improve academic self-concept and achieve school success.

#### **Participants**

- 42 students were enrolled in Independent Study throughout the 2007-2008 school year
- These students were missing credits in classes required for graduation

#### **Method**

- At-risk students were identified by the counselor during SEOP conferences and during registration and pre-registration.
- The student's current required classes were scheduled and then the independent study class was added in place of an elective if possible.
- Independent study was a regular class on the schedule, attendance was taken daily and school discipline rules were followed.
- There were only 2 sections the first semester, during the 2<sup>nd</sup> semester 3 more sections were added targeting our ELL students.
- Credit was issued as it was earned. No credit was given for seat time.
- Students could work at their own pace and earn as many credits as possible.
- One section was under the direction of the school counselor, one section was under the direction of an English teacher (formerly an adult ed. Administrator), and the 3 sections added for 2<sup>nd</sup> semester were under the direction of our ELL specialist.

### **RESULTS**

There were 42 different students enrolled in Independent Study classes who were using the A+ Learning System to recover missing credit. There were a total of 33 credits earned by these students throughout the year. The most credits earned by any one student through A+ was 1.75 (2 students earned this much). Four students earned no credit, although they were not enrolled all year. Seven seniors earned credit through A+. Without this credit none of the 7 would likely have graduated.

These results show an average of a little more than .75 credits earned per student.

## DISCUSSION

The credit recovery program at Monticello High School is a life saver for a few students, a crutch for some, a band-aid for others, and causes damage to a select few.

For those students who are motivated to graduate and have hit a few rough spots in their education this program worked wonderfully. They were able to stay in their current classes while at the same time making up their missing credits. At least 2 of the 7 seniors were working up until graduation day to earn the needed credits.

Independent study was a useful crutch for those students who had transferred in or were missing a quarter credit here or there and could get caught up and then get back into their regular schedule.

Other students used this program as a band-aid to heal some of the bumps and bruises they received along their educational path. Some were referred by teachers when there were discipline problems between teacher and student, while others needed to make-up credit they missed because of their own poor choices.

The above three groups benefitted from working in this program. For some there may have been better options that they did not choose to take, but they were able to recover the missing credit.

The independent study program was damaging to those students who were either unable or unwilling to work independently on a daily basis. They were not able to realize that if they did not earn at least .25 credits each quarter they were falling farther behind in the credit count. In order for the program to work as desired students need to earn more than .25 credits each term.

Because of staffing and budget issues the Independent Study class will not be held during the school day, as part of the school schedule. The A+ program will be available after school for those students who need to recover credit. I feel badly that this program will not be offered during the school day, but it will be available for the highly motivated and most needy students.



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Monument Valley High School

**Target Group:** The whole student body

#### **ABSTRACT**

We conducted one large survey to the whole student body to determine if students understood the new focus on the SEOP advisory period. Last year the SEOP committee revised the program so that students would view it as a positive experience with a meaningful purpose. The SEOP advisory class would be offered every other Friday with life skills lessons and a work in process to develop a portfolio for their senior year. Working on a portfolio also makes the students aware of scholarship requirements early in their high school years.

#### **PROJECT DESCRIPTION**

The whole student body was selected to do this project since we have a small school that averages around 210 enrollments. As a school we want to connect with every student in a positive and meaningful relationship not only between counselors and students but also with teachers and students.

#### **Introduction**

- We wanted the students to view SEOP advisory not only as a learning time but a time to talk with advisors over personal and academic concerns and to also be working on a portfolio that would benefit them when it came time to submit a portfolio when they applied for scholarships.
- Introducing the portfolio to the students over time would allow students to be better prepared in their senior year and it would also help the students see their accomplishments as well as what they still need to work on.

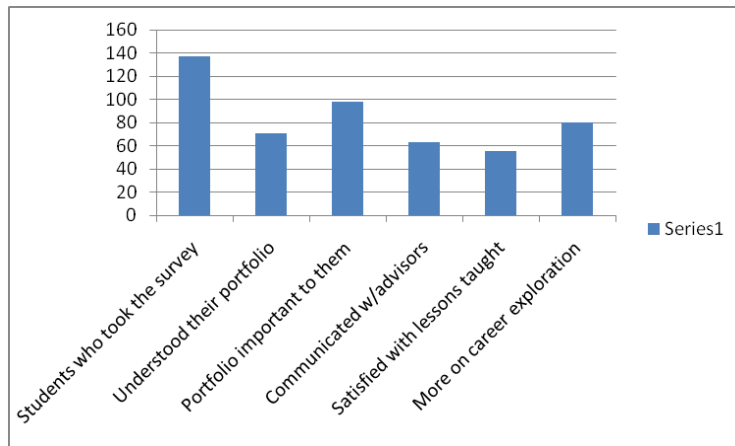
#### **Participants**

- Grade level from 7<sup>th</sup> to 12<sup>th</sup> graders would participate in the SEOP advisory period as well as the survey.
- Project started at the beginning of the year to May 2008.

#### **Method**

- Each grade level would be divided into three advisory groups.
- All teachers would be involved with the advisory period and teach life skill lessons
- Surveys were taken at the end of the school year 2006-2007 and again at the end of the school year 2007-2008 to determine if the SEOP advisory period was meaningful and positive.

## RESULTS



The results showed that at least 70% of the student body that were surveyed understood the purpose of the SEOP Advisory Portfolio. Not only did they understand it but they also felt like it was important to have as they work on it to prepare for their senior year. Overall students felt comfortable talking with their advisors and were satisfied with the life lessons taught but wanted for information on career exploration.

## DISCUSSION

The result of the survey gives us feedback on how much the students understand when it comes to their SEOP portfolio. We need to work on presenting the portfolio so that every student has a clear idea what they are working on. We also need to prepare lessons where students can get involved such as having lots of activities and hands on experiences to help them understand the lessons more. Overall it gives us some good ideas on how to improve our SEOP advisory period so all our students are involved in developing their portfolio and learning positive lessons.



## Electronic Data Reporting Template

### Closing the Gap Results Report (Small Group)

**School:** Monument Valley High School

**Target Group:** Grades 8 and 10

**Target Group selection is based upon:** Groups with Apparent Attendance and GPA Disconnects

**Key Word:** Attendance

**ABSTRACT** It has been assumed that there is a clear correlation between number of days in attendance at school and GPA. This study takes two groups – the 8<sup>th</sup> grade, that seem to average low GPA's, and the 10<sup>th</sup> grade, that appear to have more students with higher GPA's and compares their number of days absent with the individual students' GPA's to see if there actually is a correlation. We would like to be able to share this data with parents to let them see that it is very important for students to be physically present in school as much as possible.

**PROJECT DESCRIPTION** Using data from the Student Information System (SIS), a report was extracted showing the total number of days each student in the 8<sup>th</sup> and 10<sup>th</sup> grade missed school for reasons other than school-sponsored activities. Another report was made showing the cumulative GPA for these students for this year only. Students who were not enrolled for the entire year were deleted. Data was then sorted by GPA and attendance and then grouped within ranges of GPA. Average attendance for each range was then determined.

### Introduction

- A close examination of the data was necessary to determine if the assumptions had any validity.
- As goals are set for the next school year, we felt that this data would be interesting and useful
- With the sophistication of the SIS program, the data was fairly easy to obtain.

### Participants

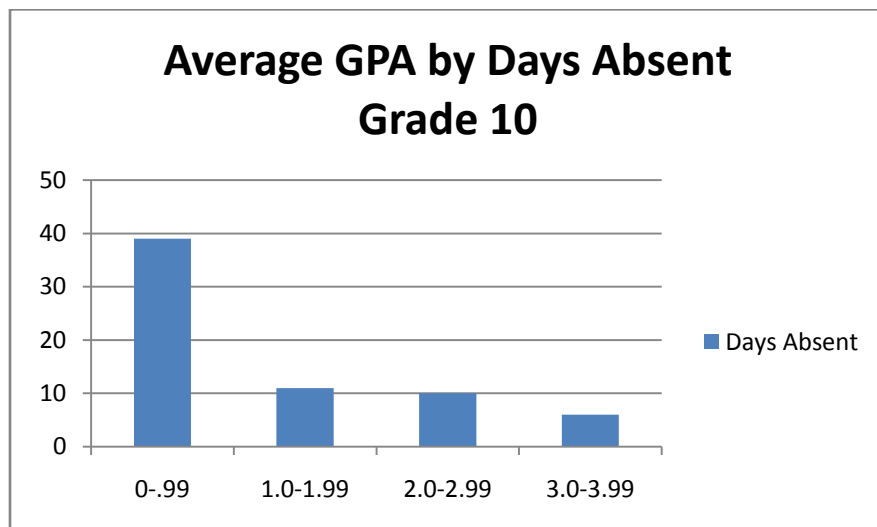
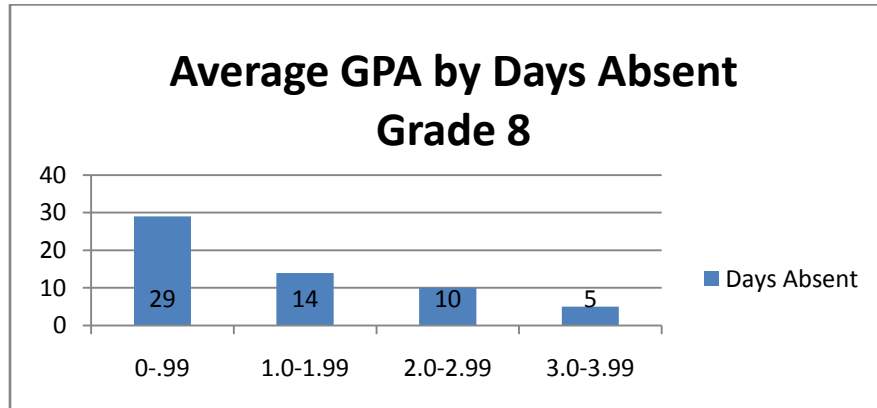
- All 8<sup>th</sup> graders who were enrolled for the complete year
- All 10<sup>th</sup> graders who were enrolled for the complete year

### Method

- Reviewed Needs Assessment of Comprehensive School Plan
- Met with counselor to review idea for Small Group Study
- Contacted SJSD SIS Coordinator to find out how to access needed reports
- Input data from reports into excel spreadsheet
- Reviewed data, determined conclusions, made graphs

### Results

As expected, the data showed that students with fewer days absent had higher grade point averages. However, in both groups, there were some clear exceptions. One 10<sup>th</sup> grader with a GPA above a 3.0 had been absent 13.5 days and another 10<sup>th</sup> grader with a GPA of 1.765 had only missed 3 days last year. There were similar exceptions on both ends of the GPA list.



## DISCUSSION

This data review supports the belief that students will do better in school the more they are actually physically present in class. While it is recognized that there are many factors that lead to level of school success, there is a clear correlation between attendance and GPA. It is important for students and parents to understand this and to work towards improvement in this area at our school.



**Comprehensive Counseling/Guidance Program  
Guidance Activities Results Report 2008 (Large Group)**

**School:** San Juan High School

**Target Group:** whole school (9-12)

**Target Group selection is based upon:** school belief statement and DRSL's

**ABSTRACT**

Students of San Juan High School were given a Needs Survey to determine the areas of concern in their high school. Students were asked to respond to twelve statements, by choosing whether they agree, disagree, or are unsure. They were also each given the opportunity to answer freely to the statement, "I believe high school students need help dealing with (please list below)." Results and data from this survey will give counselors, teachers and administrators information as to what concerns the students of this high school could use support with.

**PROJECT DESCRIPTION**

**Introduction**

- Student Need Survey was created and administered to determine the needs of our student population

**Participants**

- 241 student surveys were completed and returned
- All students in grades 9-12 were targeted

**Method**

- Questions were derived from San Juan High School's Belief Statement and Desired Results for Student Learning
- SJH teachers administered the Need Survey to each student present during their first hour class
- Materials to be used include: Student Need Survey, Guidance Curriculum lessons, workshops/assemblies (as determined to be needed by survey), and Pre/Post tests
- Project began March 2008, with the administration of Student Need Survey and will be completed May 2009 with a follow up Data Project
- Based upon the results of the Student Need Survey, Guidance Curriculum lessons would be taught in an Advisory Hour , workshops/assemblies, and varying classes
- Evaluation methods will include numbers in attendance and/or Pre/Post tests following lessons/classes
- Counselors involved will include: Charles Johnson, Kari Pugh and Educational Talent Search Counselor Kline Carroll

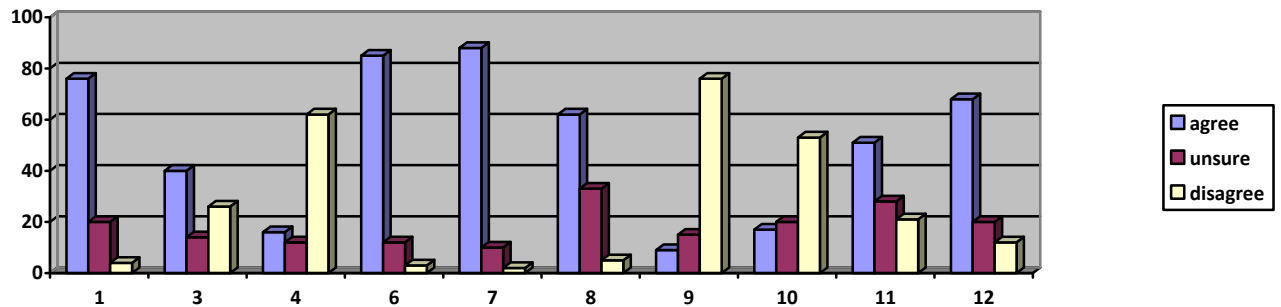
**RESULTS**

(Shown on following page)

## RESULTS

241 students completed student need survey, following are the results:

1-	I feel safe at my school.	*SA - 24%	A - 52%	N - 20%	D - 2%	SD - 2%
2-	I believe in order to be successful; students should feel safe at school.	SA - 37%	A - 47%	N - 14%	D - 1%	SD - 1%
3-	I have seen students bullied/harassed in the last month.	SA - 13%	A - 27%	N - 34%	D - 20%	SD - 6%
4-	I have been bullied/harassed in the last month.	SA - 4%	A - 12%	N - 12%	D - 28%	SD - 44%
5-	I believe that positive self-esteem impacts student academic achievement.	SA - 33%	A - 44%	N - 20%	D - 2%	SD - 1%
6-	I appreciate my heritage and culture.	SA 51%	A - 34%	N - 12%	D - 2%	SD - 1%
7-	I respect the heritage and culture of others.	SA - 46%	A - 42%	N - 10%	D - 1%	SD - 1%
8-	I believe I am prepared for life after high school.	SA - 18%	A - 44%	N - 33%	D - 3%	SD - 2%
9-	I feel pressure from peers around me to use drugs/tobacco/alcohol.	SA - 1%	A - 8%	N - 15%	D - 27%	SD - 49%
10-	I believe I am struggling with depression.	SA - 5%	A - 12%	N - 20%	D - 25%	SD - 38%
11-	I would like to learn skills to interact with friends and/or family better.	SA - 15%	A - 36%	N - 28%	D - 15%	SD - 6%
12-	I would like to learn better study/homework/test taking skills.	SA - 27%	A - 41%	N - 20%	D - 7%	SD - 5%



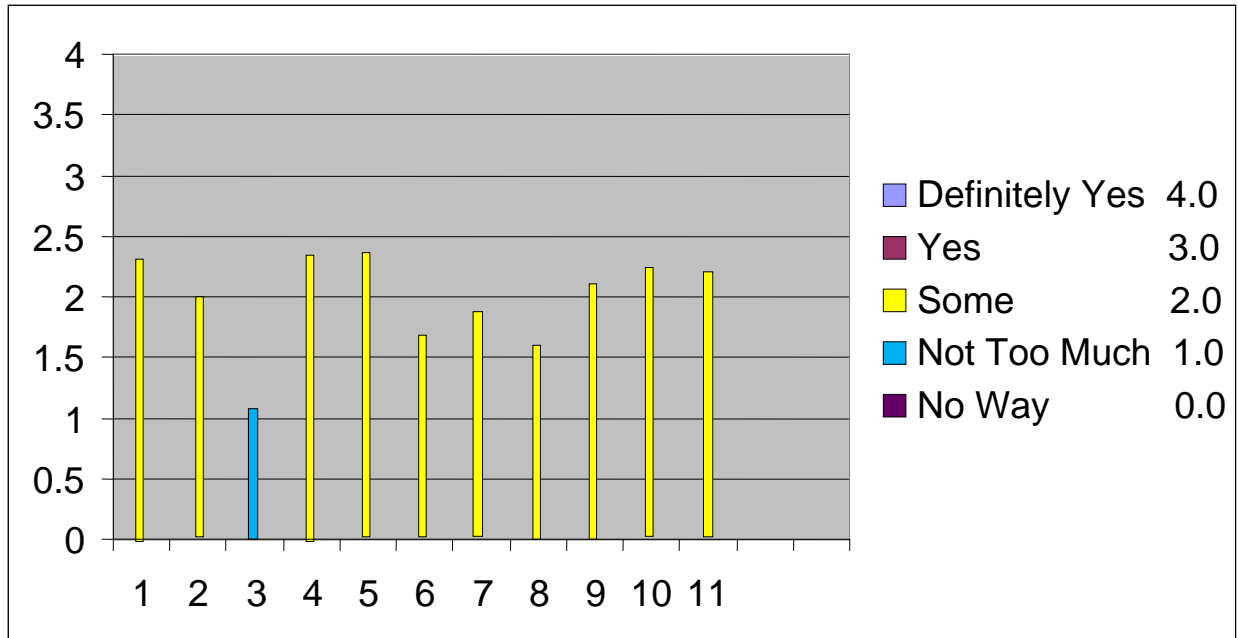
1-	76% feel safe at SJH	4% feel unsafe (20% unsure)
2-	84% agree **	2% disagree (14% unsure)
3-	40% seen students bullied in last month	26% not seen another bullied in last month (34% unsure)
4-	16% been bullied in last month	62% disagree (12% unsure)
5-	77% agree **	3% disagree (20% unsure)
6-	85% agree	3% disagree (12% unsure)
7-	88% agree	2% disagree (10% unsure)
8-	62% agree	5% disagree (33% feel unsure!)
9-	9% agree	76% disagree (15% unsure)
10-	17% agree	53% disagree (20% unsure)
11-	51% agree	21% disagree (28% unsure)
12-	68% agree	12% disagree (20% unsure)

\* SA =strongly agree, A = agree, N = not sure, D = disagree, SD = strongly disagree.

\*\* Survey Item #2 and #5 not shown on graph.

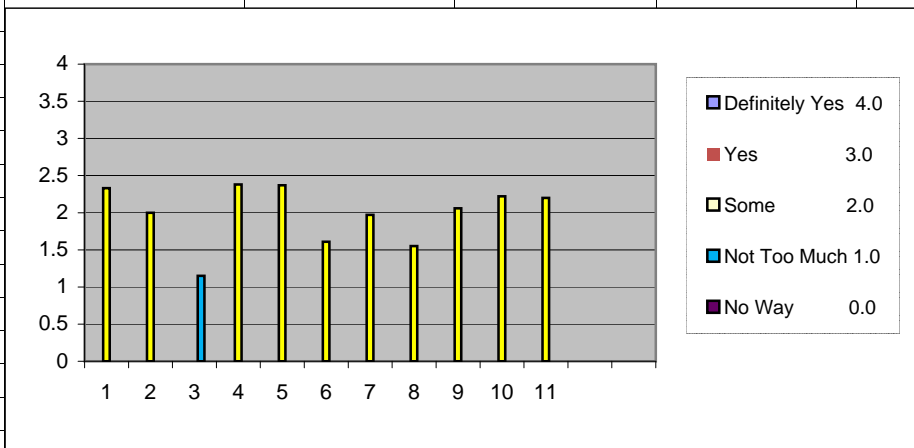
## DISCUSSION

According to the data derived from the Student Need Survey, the areas that seem to be of greatest student concern would include: learning study, homework, and test taking skills (survey item #12); bullying/harassment issues (item #3 and 4); skills for interacting with family and friends (item #11); and preparation for life after high school (item #8). Some areas that appeared to be strong include: feeling safe at San Juan High School, appreciating their own and others heritages and cultures. Also, 62% agreed that they felt prepared for life after high school, but we believe this percentage could improve through our efforts, as 33% were unsure if they were prepared.



1. The advisory program should stay the same next year.
2. Advisory teaches & helps me to get along better with other students.
3. I enjoy advisory periods more than assemblies.
4. Advisory teachers are prepared and eager to teach us each time we meet.
5. Advisory period offers fun choices to select from.
6. I feel better about myself & life in general, after my advisory period.
7. Students are very much into the advisory period.
8. I'd rather go to a Club advisory like; Interact, MESA or HOSA than a sports or other advisory like; Golf, Basketball or Board Games.
9. My advisory teacher is someone I can talk to, if I have a concern.
10. Advisory is organized and well planned.
11. My parents are aware of the advisory group I'm in.

	Definitely Yes 4.0	Yes 3.0	Some 2.0	Not Too Much 1.0	No Way 0.0
1			2.33		
2			2		
3				1.15	
4			2.38		
5			2.37		
6			1.61		
7			1.97		
8			1.55		
9			2.06		
10			2.22		
11			2.2		





## **Comprehensive Counseling & Guidance Program**

### **Closing the Gap Results Report (Small Group)**

**School: San Juan High School**

**Target Group: Random English classes of 9<sup>th</sup>-12<sup>th</sup> grades.**

**Target Group selection is based upon: equal individual participants from all grades ninth through twelfth.**

## **ABSTRACT**

To determine if our Student Advisory Program is meeting the needs of our school, based on a survey of students' perceptions. We did a large group survey of the whole school last year to determine the effectiveness of the program, as it was structured. Because of fairly high marks, we did not feel a need to change the structure of our program. We implemented a new survey with some of the same questions posed last year with a few new questions. The results were not what we expected. The overall marks came down from the previous year.

## **PROJECT DESCRIPTION**

### **Introduction**

- We focused on this area due to some district and school concerns whether we should continue with the Student Advisory Program, and more to our school; if and how it benefits our students in positive ways.

### **Participants**

- 157 students from randomly selected English classes from grades ninth through twelfth participated.

### **Method**

- Some questions were used from last year's survey form and new questions were also added.
- English teachers passed out the surveys in 2 classes of each grade.
- The survey was administered during May of 2008.
- The results of the survey will be shared and discussed with the staff of San Juan High School and the School Community group during the first few weeks of school year 2008-2009.
- Based on determinations made from these meetings, strategies will be implemented to improve our program or to go a different direction with the program.
- A student survey will be conducted along with San Juan High School staff and School Community group surveys, to determine the results of the program.
- Counselors involved are Charles Johnson & Kari Pugh.

## RESULTS

## DISCUSSION

Based on the survey data, the main area of concern is that students would rather have assemblies than advisory. If compared with the other lowest mark, question # 8, maybe students would like advisory more if we had more activity oriented advisories like sports, etc. than more formal, class-like activities like club & organization advisories. Another concern is that the ratings were overall lower for the program than the previous year. At a rating of 2.38 (being the highest rated, but barely over a “some” rating) students thought that their “advisory teachers are prepared and eager to teach us each time we meet” This trend will have to be address with school staff as well as the School Community group, early next school year. I would also like to make a comment on question # 6, “I feel better about myself & life in general, after my advisory period.” I think whatever we do with this program, or how it is delivered, a very important life, social, school well-being issue is asked in this question. Whatever direction we go with this program, this issue needs to be a main focal point of what we are doing. I think it’s important to keep this time available for students in their schedule, than doing away with it. It could be a very beneficial hour for students’ well-being.